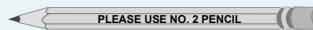


# INVENTORY OF SCHOOL EFFECTIVENESS

Name of School: \_\_\_\_\_

**PURPOSE:** Research by the National Study of School Evaluation (AdvancED, 2007) has shown that certain practices and conditions improve student performance. By examining these factors, school teams can identify areas to understand their school's effectiveness.



• Please use a pencil to fill in the circles

## Information About Me

### Role:

- Support Staff
- Teacher
- Administrator
- Other

### Experience Level:

- Less than 1 year
- 1-3 years
- 4-10 years
- 11-20 years
- More than 20 years

### Years in Your Current School/System:

- Less than 1 year
- 1-3 years
- 4-10 years
- 11-20 years
- More than 20 years

For School Use Only -  
Do not mark unless told to do so.

A  0  1  2  3  4  5  6  7  8  9

B  0  1  2  3  4  5  6  7  8  9

## RESEARCH-BASED PRACTICES

**INSTRUCTIONS:** Read the following description of the levels of implementation. Decide on the level of implementation for each research-based practice in your school.

### LEVELS OF IMPLEMENTATION

- 4 = Highly Functional** – Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented.
- 3 = Operational** – Evidence indicates practices and procedures are actively implemented.
- 2 = Emerging** – Evidence indicates early or preliminary stages of implementation of practice.
- 1 = Not Evident** – Little or no evidence exists.

	Highly Functional	Operational	Emerging	Not Evident
<b>Ensure Desired Results</b>				
<b>Expect Desired Results</b>				
<i>In our school, we expect desired results by:</i>				
1. Implementing a vision for student learning through goals and strategies	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. Maintaining high expectations for student achievement	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. Maintaining a relentless focus on improving student learning that permeates all levels of the school	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. Acting on a compelling, shared belief that, collectively, staff and other stakeholders can impact the desired results of the school	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
<b>Monitor Performance</b>				
<i>In our school, we monitor performance by:</i>				
5. Using data to inform decision-making about teaching and learning	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
6. Using a comprehensive assessment system to provide feedback for improvement in instructional practices and student performance	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
7. Using classroom-based assessments to provide robust measures of students' academic, cognitive, and metacognitive skills	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
8. Identifying performance targets, indicators, and measures for comparing and improving a school's effectiveness	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
9. Taking appropriate and timely action to improve areas of identified needs	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

## Improve Teaching and Learning

### Support Students in Their Learning

***In our school, we support students in their learning by:***

- 10. Maintaining school-wide expectations for student learning that reflect academic, cognitive, and metacognitive skills
- 11. Delivering on these expectations for student learning through a curriculum that is coherent and rigorous
- 12. Aligning an assessment system with curriculum that is enacted in the classroom through instruction
- 13. Supporting the equitable opportunity of students to learn through individualization and differentiation
- 14. Providing student support services and special programs to optimize individual student learning
- 15. Supporting a student learning community that includes student involvement beyond the classroom and that offers a safe environment
- 16. Involving families and the community in supporting children as learners

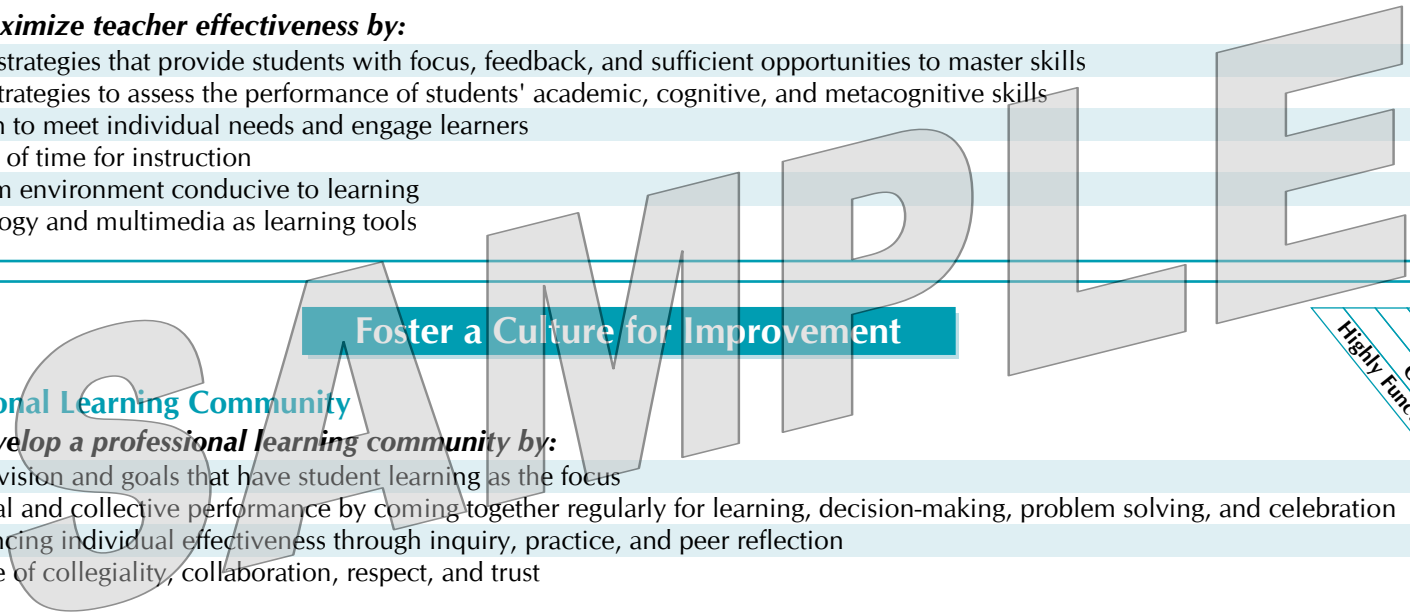
Highly Functional	Operational	Emerging	Not Evident
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1

### Maximize Teachers' Effectiveness

***In our school, we maximize teacher effectiveness by:***

- 17. Using instructional strategies that provide students with focus, feedback, and sufficient opportunities to master skills
- 18. Using appropriate strategies to assess the performance of students' academic, cognitive, and metacognitive skills
- 19. Adapting instruction to meet individual needs and engage learners
- 20. Maximizing the use of time for instruction
- 21. Creating a classroom environment conducive to learning
- 22. Optimizing technology and multimedia as learning tools

Highly Functional	Operational	Emerging	Not Evident
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1



## Foster a Culture for Improvement

### Develop a Professional Learning Community

***In our school, we develop a professional learning community by:***

- 23. Sharing a common vision and goals that have student learning as the focus
- 24. Improving individual and collective performance by coming together regularly for learning, decision-making, problem solving, and celebration
- 25. Continuously enhancing individual effectiveness through inquiry, practice, and peer reflection
- 26. Supporting a culture of collegiality, collaboration, respect, and trust

Highly Functional	Operational	Emerging	Not Evident
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1

### Lead for Improvement

***In our school, we lead for improvement by:***

- 27. Sharing leadership for the improvement of teaching and learning throughout the school
- 28. Articulating a compelling need for improvement and providing meaningful ways for the professional learning community to focus on its performance
- 29. Engaging in practices that support the ongoing improvement of teaching and learning

Highly Functional	Operational	Emerging	Not Evident
4	3	2	1
4	3	2	1
4	3	2	1

# ORGANIZATIONAL CONDITIONS OF IMPROVING SCHOOLS

**INSTRUCTIONS:** Read the following description of the levels of implementation. Decide on the level of implementation for each organizational condition in your school.

## LEVELS OF IMPLEMENTATION

- 4 = Highly Functional** – Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented.
- 3 = Operational** – Evidence indicates practices and procedures are actively implemented.
- 2 = Emerging** – Evidence indicates early or preliminary stages of implementation of practice.
- 1 = Not Evident** – Little or no evidence exists.

## Organizational Conditions

### Quality Teachers

*In our school, we support quality teachers by:*

- 30. Utilizing a recruitment program for highly qualified teachers
- 31. Placing teachers in curriculum areas / teaching areas that match their training, interests, and expertise
- 32. Designing and delivering professional development to enhance teacher quality

### Effective Leadership

*In our school, we support effective leadership by:*

- 33. Making leadership decisions that support the vision for student learning
- 34. Maximizing leadership practices and assistance that support the vision for student learning

### Quality Information

*In our school, we support quality information by:*

- 35. Collecting relevant quality information, purposively and systematically, to make informed decisions
- 36. Managing quality information that it is free from error, complete, and accessible to the right staff at the right time
- 37. Using quality information to support the school's vision of student learning

### Policies and Procedures

*In our school, we support a systemic approach to policies and procedures by:*

- 38. Implementing policies that support and sustain school improvement efforts
- 39. Implementing procedures that support and sustain school improvement efforts

### Resources and Support Systems

*In our school, we support a systemic approach to improving resources and support systems by:*

- 40. Allocating and deploying human resources to target areas of improvement
- 41. Allocating technological resources to target areas of improvement
- 42. Allocating material resources to target areas of improvement

	Highly Functional	Operational	Emerging	Not Evident
30. Utilizing a recruitment program for highly qualified teachers	4	3	2	1
31. Placing teachers in curriculum areas / teaching areas that match their training, interests, and expertise	4	3	2	1
32. Designing and delivering professional development to enhance teacher quality	4	3	2	1
33. Making leadership decisions that support the vision for student learning	4	3	2	1
34. Maximizing leadership practices and assistance that support the vision for student learning	3	3	2	1
35. Collecting relevant quality information, purposively and systematically, to make informed decisions	4	3	2	1
36. Managing quality information that it is free from error, complete, and accessible to the right staff at the right time	4	3	2	1
37. Using quality information to support the school's vision of student learning	4	3	2	1
38. Implementing policies that support and sustain school improvement efforts	4	3	2	1
39. Implementing procedures that support and sustain school improvement efforts	4	3	2	1
40. Allocating and deploying human resources to target areas of improvement	4	3	2	1
41. Allocating technological resources to target areas of improvement	4	3	2	1
42. Allocating material resources to target areas of improvement	4	3	2	1

## OPEN-ENDED ITEMS

**INSTRUCTIONS:** Please respond fully and honestly to the following questions. Use a separate sheet of paper if more space is needed.

43. Overall, what are the **strengths** of your school's research-based practices and organizational conditions?

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44. Overall, what are the **limitations** of your school's research-based practices and organizational conditions?

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SAMPLE

45. Please describe any other aspects of your school's practices and conditions that were not listed in this survey.

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